

KENTUCKY STATE PERFORMANCE MEASURES FOR CAREER AND TECHNICAL EDUCATION ACCOUNTABILITY

Indicators of Performance

1. Student attainment of challenging state-established academic and career and technical skill proficiencies.

1.1 Academic Achievement:

A. Academic Achievement of Career and Technical Education Concentrators

The Commonwealth Accountability and Testing System (CATS) assessment results will be used as the measure of academic achievement of students enrolled in Career and Technical Education. This assessment is based on state established academic standards. All students who are following a sequence of career and technical courses and who have completed or plan to complete at least three credits in a career area as identified on the Individual Graduation Plan will be included. The assessment will include achievement in reading, math, science, social studies, practical living/vocational studies, arts and humanities, and writing. The results are to be reported by the following career cluster areas*:

- Agriculture
- Business and Marketing
- Human Services
- Health Sciences
- Transportation
- Construction
- Communication
- Manufacturing

The results within each career cluster area will be disaggregated by special population in the following categories as identified in the Perkins Law:

- Economically disadvantaged
- Individuals with disabilities
- Non Traditional employment training
- Single parents and single pregnant women**
- Limited English proficiency.

B. Academic Achievement of all other students enrolled in Career and Technical Education

Academic achievement, based on CATS results, of all other students who have completed or are enrolled in one or more career and technical education courses, but may not be concentrating in any one career area will be reported. The achievement results of these students will also be disaggregated by each of the special population categories identified above.

C. Levels of Academic Performance

The state levels of performance of students enrolled in career and technical education will be based on the state system of standards-based assessments for all students (CATS). Students are given a score in each academic content area based on the following levels:

- Distinguished
- Proficient
- Apprentice
- Novice

The goal of Kentucky's educational system is to have students receive a proficient rating in all academic content areas. However, the system is built on a long-term goal for schools, to be obtained by the school year 2013-2014, beginning with a baseline score in 1999-2000.

The intent of the Perkins Act is that students participating in Career and Technical Education are taught to the same challenging academic standards as other students. Therefore, the state performance level that is being recommended is that the academic achievement of students enrolled in Career and Technical Education will improve at the same rate as all students. This same performance level will be established for each school receiving Perkins funds. This will be the measure for which the state and local eligible recipients will be accountable.

Note: *If fewer than 10 students are identified within any career area the achievement data will not be reported through CATS.

****Single parents and single pregnant women academic achievement results will need to be determined by each local eligible recipient.**

The assessment results for the school year 1999-2000 will serve as the baseline for each school receiving Perkins funds. An individual school goal will be established for each school to reach every two years until they reach the long-term goal in the school year 2013-2014. This individual school goal will be used as the goal to achieve for students participating in career and technical education. This method will ensure that the academic achievement of students participating in Career and Technical Education will increase at the same level as all other students at each school.

1.2 Career and Technical Achievement:

- A. In order to measure career and technical skill proficiency, the state will design and implement a system of occupational skill standards and assessments. Refer to the Kentucky Occupational Skill Standards Assessment System Guidelines. Following initial pilot testing during 1999-2000, assessment will begin to be implemented on a statewide level in 2000-2001.

B. Level of Performance

The occupational skill standards and assessment are being designed and adopted by groups of business and industry representatives and educators. Each of these groups will establish a skill level which students must meet in order to be recognized with a skill standards (proficiency) certificate. The level of performance for this indicator will be based on the percentage of students who receive a skill certificate. Baseline performance results will be established in 1999-2000. Each school will be accountable for making continuous improvement in the number of students receiving the skill standard certificate.

2. **Student attainment of secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a post secondary degree or credential.**

- A. The CATS school accountability system includes a measure of the number of students graduating high school. This system will be utilized to measure the percentage of students participating in career and technical education who graduate high school as compared to all other students. The data will be collected for both career and technical education concentrators and those students taking one or more career and technical education course. The performance level for students enrolled in career and technical education will equal that of all other students in the school.

3. **Placement in, retention in, and completion of post-secondary education or advanced training, placement in military service, or placement and retention in employment.**

- A. Data will be collected to indicate the percent of students who make successful transition to post secondary education, work, or the military under the CATS system. The same data collection system will be utilized to measure the placement of students enrolled in career and technical education. The data will be collected for both career and technical education concentrators and all other students taking one or more career and technical education course. The performance level for students enrolled in career and technical education will equal that of all other students in the school.

4. **Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.**

The TEDS data collection system currently collects information on the number of students who are participating in programs that lead to non-traditional training and employment. The baseline performance level will be established in the school year 1999-2000. The level of performance established is that each local recipient will improve participation/completion within non-traditional training programs by 5% each year.

5. **Additional Indicators of Performance**

Through the TEDS data system we will collect the number of students who complete the Career and Technical Education program and receive a Department of Education, Division of Career and Technical Education Career Major Certificate or a Certificate of Achievement.

Improvement Plans

Local Evaluation - The state shall annually evaluate each local eligible recipient's results in meeting levels of performance. If after reviewing the results, the state agency determines that a local eligible recipient is not making substantial progress in achieving the levels of performance, the state shall:

1. Conduct an assessment of the educational needs that the eligible recipient shall address to overcome the performance deficiencies.
2. Enter into an improvement plan based on the results of the assessment;
3. Conduct regular evaluations of the progress being made toward reaching the levels of performance.

This evaluation shall be conducted in consultation with teachers, parents, other school staff, appropriate agencies, and other appropriate individual and organizations.

Failure to meet Performance Levels - If a local eligible recipient fails to meet the levels of performance, has not implemented an improvement plan or has failed to meet the performance levels for 2 or more consecutive years, the state agency may, after notice and opportunity for a hearing, withhold all or a portion of the eligible funds.